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ABSTRACT

This book explores successful teaching and learning approaches in multicultural college or university classrooms. Chapter 1, "Once You Accept, Then You Can Teach" (Juan C. Gonzalez), challenges instructors to think about how the students' cultural backgrounds relate to their educational goals and achievement and describes what faculty members can do to weave diversity into the fabric of the campus. "Diversity and Change on Campus" (Helen Roberts) provides tools for developing a profile of diversity on campus and setting the stage for student success. "Teaching All Students Equally" (Ray Lou) offers effective classroom skills and a personal professional development approach to acquiring those skills. "Including Multicultural Content and Perspectives in Your Courses" (Otis L. Scott) discusses development of diversity goals and stimulation of faculty collaboration. "Languages and Cultures in the Classroom" (Ann M. Johns) offers an approach that includes needs assessment, varying pedagogical techniques, modeling processes and products, and integrating evaluation methods throughout the course. "Equity in Classroom Assessment" (Olita D. Harris) contains guidelines for using structured peer feedback, daily learning logs, learning files, portfolios, and minicapstone experiences. "On Becoming a Mensch or a Mentor" (Delores J. Huff) discusses developing effective mentoring relationships with diverse students. The book includes checklists, charts, surveys, and questionnaires used in the studies. An appendix contains a student profile questionnaire about career goals and student needs. Each chapter contains references. (JDD)

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